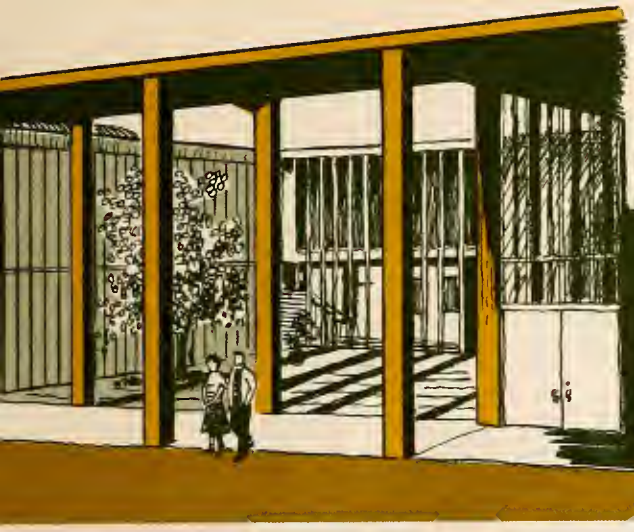


MARYVILLE COLLEGE Bulletin

Vol. LXIV | Maryville, Tenn., 37801 — April, 1966 | Number 12

COMMENCEMENT WEEK

May 28 - June 1

SATURDAY, MAY 28 — ALUMNI DAY

Senior Chapel, 8 a.m. — Presentation of Senior Seats to the Class of '67.

Registration — All day under the Chapel Colonnade.

Reunion Luncheons — Noon to 2 p.m. (See schedule published elsewhere in this Bulletin).

Alumni Dinner and Alumni Association Meeting, 6:30 p.m., Dining Hall.

SUNDAY, MAY 29 — BACCALAUREATE DAY

Baccalaureate Service led by President Copeland, 10:30 a.m. in the Chapel.

Music Hour, 4 p.m.

Vespers, 7:30 p.m.

TUESDAY, MAY 31

President's Reception at Morningside, 3 to 5 p.m.

Commencement Play, George Bernard Shaw's "Androcles and the Lion," 8:15 p.m. in the Theatre.

WEDNESDAY, JUNE 1

Graduation Exercises, 147th year, with Commencement Address by Senator Jennings Randolph of West Virginia, 10:30 a.m. in the Chapel.

CLASS REUNION SCHEDULE

Alumni Day, May 28, 1966

Class of 1916	D. W. Proffitt Cabin, Miller's Cove, noon
Class of 1921	Spike's Restaurant (Airport), noon
Class of 1926	Traveler's Restaurant, 12:30 p.m.
Class of 1931	Traveler's Restaurant, 12:30 p.m.
Class of 1936	M. H. Gamble home in Maryville, 12:30 p.m.
Class of 1941	Green Meadow Country Club, 1:00 p.m.
Class of 1946	Leonard's Restaurant, noon
Class of 1951	Lambert Farm, 12:30 p.m. (picnic)
Class of 1956	Cades Cove, 12:30 p.m. (picnic)
Class of 1961	Spike's Simple Simon, 12:30 p.m.

SEN. JENNINGS RANDOLPH
Commencement speaker

Sen. Randolph Is Speaker for Graduation

Sen. Jennings Randolph of West Virginia, who has served in both the House of Representatives and the Senate in a political career which goes back to 1932, will be the Maryville College Commencement speaker at ceremonies this year on June 1 at 10:30 a.m. in the Chapel marking the College's 147th year. A total of 128 seniors are expected to graduate at Maryville College this spring.

Commencement culminates the Commencement Week ceremonies which start with Alumni Day on May 28. Sunday, May 29, is Baccalaureate Day, with Maryville College President Dr. Joseph J. Copeland as the speaker at the Baccalaureate Service at 10:30 a.m. in the Chapel. Other events of Commencement

(Continued on Page 2)

Sen. Randolph To Be Speaker for 147th Commencement June 1

(Continued from Page 1)

Week include Vespers at 7:30 p.m. on Baccalaureate Day and the President's reception at Morningside on May 31, with the Commencement Play that evening.

Sen. Randolph, a former journalist and college teacher, was first elected to the U. S. House of Representatives in 1932 and was re-elected six times. During his career in the House he was Assistant Majority Whip, Chairman of the Civil Service Committee, Chairman of the District of Columbia Committee, and Chairman of the Subcommittee on Coal of the Mines and Mining Committee.

Elected to the Senate in 1958 to fill an unexpired term, he was re-elected in 1960 for a full six-year term. In the Senate he is Chairman of the Subcommittee on Public Roads, Chairman of the Subcommittee on Accelerated Public Works, Member of the Committee on Labor and Public Welfare, Chairman of the Subcommittee on Civil Service, Chairman of the Subcommittee on Science and Technology of the Select Committee on Small Business, and Chairman of the Subcommittee on Employment and Retirement Incomes of the Elderly.

Sen. Randolph, a native of West Virginia, is a graduate of Salem Academy and Salem College. He was Professor of Public Speaking and Journalism at Davis and Elkins College and served as Instructor in effective speaking at Southeastern University. He was Dean of the College of Business and Financial Administration at Southeastern University and is now a trustee of Salem College and Trustee and Chairman of the Advisory Cabinet of Southeastern University. He remains an Honorary Trustee of Davis and Elkins.

Sen. Randolph holds honorary doctorates in Law from Davis and Elkins and the University of Pittsburgh, in Letters from Southeastern, in Aeronautical Science from Salem College, and in the Humanities from West Virginia State College. He is the author of two volumes on public speaking, "Going To Make a Speech" and "Mr. Chairman, Ladies and Gentlemen."

In his business career, Sen. Randolph has served as the editor of the Salem, W. Va., Message, and was a member of the editorial staff of the Clarksburg Daily Telegram. He was Associate Editor of the West Virginia Review and Co-Owner and Associate Editor of the Randolf Review. From 1947 until 1958 he was Assistant to the President and Director of Public Relations for Capital Airlines.

A member of the Seventh Day Baptist Church, he is a member of a number of civic and religious organizations and holder of many awards for his work in transportation and aviation.

Sen. Randolph was a member of the United States Delegation to the meeting of the Interparliamentary Union in Rome in 1962 and of the United States Delegation to the North Atlantic Treaty Organization Parliamentarian's Conference in Paris in 1962.

Keep Pace

A special addition to the Bulletin is being included again this year with this April issue. "To Keep Pace With America" is a report designed to familiarize alumni with the pace of change in higher education today.

Six Join Society

Six sudents are new members of Alpha Gamma Sigma, Maryville College honor society. They are Sandra Briggs, Bill Erwin, Karen Keen, Celia Tiffany, Frank Eggers, and Sandra Chittick.

The students were honored at the annual recognition ceremony in the Chapel May 5 at which Dr. Mildred Campbell, Maryville graduate and Professor Emeritus of history at Vassar College was the speaker.

ALPHA GAMMA SIGMANS — These are five of the six new members of Alpha Gamma Sigma, College honor society, who were inducted this spring and honored at ceremonies May 5 in the Chapel. Seated, left to right, are Karen Keen, Sandra Chittick, and Celia Tiffany. Standing are Frank Eggers and Bill Erwin. A sixth student, Sanra Briggs, is eligible but was not present for the induction ceremony.

THE CAMERA ROLLS — The College will have by next fall a 10-minute color motion picture for use at alumni gatherings and in the student counseling program. The photographer, Fleming Reeder of the James Agee Studio in Knoxville, catches some action on the tennis courts.

Raymond I. Brahams, Jr., Going to Willamette University Aug. 1

Raymond I. Brahams, Jr., Director of Development at Maryville College since 1958, has resigned to become Vice President for Development at Willamette University in Salem, Ore. Mr. Brahams and his family will leave Maryville July 1 and he will take up his duties at Willamette Aug. 1.

At Willamette, he will have general responsibility for the university development program, including public information and public relations, alumni relations, church relations, and fund raising. Willamette, which is affiliated with the Methodist Church, is situated in the Oregon state capital, and Gov. Mark Hatfield is a graduate and active member of the Board of Directors.

Mr. Brahams came to Maryville from a position as Director of Public Relations at Whitworth College in Spokane, Wash. Prior to that he was a high school teacher and coach in Phoenix, Ariz. A native of Laguna Beach, Calif., he attended Occidental College in Los Angeles, graduated from Maryville in 1949, and holds the Master of Arts degree in history from the University of Colorado. He has also done graduate work at the University of Arizona and Stanford University.

Active in the New Providence Presbyterian Church and in civic affairs in Maryville, Mr. Brahams has been a Ruling Elder at New Providence. He is a member of the Rotary Club, and was a director and Second Vice President for the Blount County Chapter of the American Red Cross. A member of the Education Committee of the Blount County Chamber of Commerce, he has worked with the local P-TA and the Blount County United Fund. He was a member of the Charter Renewal Committee of the Tuckaleechee District of the Boy Scouts of America, and is co-author of the Industrial Location Brochure prepared by the Blount County Chamber of Commerce.

An outstanding high school and college basketball player, he is a member of Phi Alpha Theta, national history honorary society; Pi Gamma Mu, national social science honorary society; and Sigma Alpha Epsilon, national social fraternity.

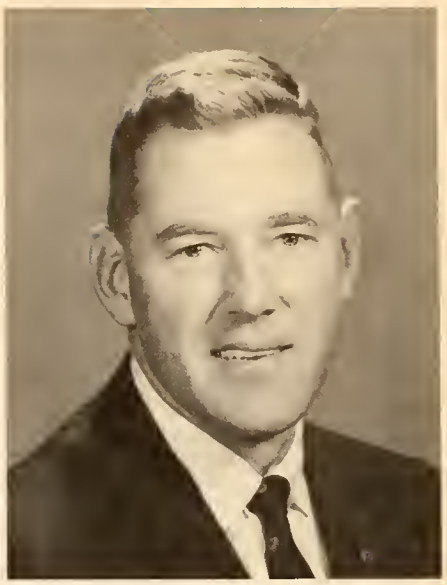
In connection with his college and university work he has been the Maryville College representative to the American College Public Relations Association and the American Alumni Council, and was a member of the Committee on Arrangements for the American College Public Relations Association National Convention in San Francisco in 1958.

During his career at Maryville, Mr. Brahams has been in charge of the successful $7,000,000 Sesquicentennial Development Program, which is to be concluded in 1969 and is already well ahead of schedule. As Director of Development at Maryville, he has been in charge of the College's fund-raising efforts, alumni relations, and public information.

His wife, Ellen, also a Maryville College graduate, is a teacher at Sam Houston Elementary School. They have two children, a son, David, and daughter, Leigh. The family is planning a vacation trip to Yellowstone and Colorado on the way to the Willamette campus.

"We are indeed sorry to lose the outstanding services of Mr. Brahams as an officer of the College," President Copeland said in making the announcement. "The College has made great progress in the past seven years in its fund-raising, alumni relations, and public information programs under Mr. Braham's direction, and I know his competence, integrity, friendliness, and loyalty will be missed, not only at the college, but in the community and the church. We wish him success in his new position at Willamette. Mr. Brahams is held in the highest respect by competent people throughout the nation in his profession."

A successor is being sought by the College to fill the position of Director of Development, and the Sesquicentennial Development Program and other programs developed and supervised by Mr. Brahams will continue, President Copeland said.



RAYMOND I. BRAHAMS, JR.
Going to Willamette

DORMITORIES PROGRESS — The walls are nearly finished on this new dormitory for women, one of three new residence halls under construction on the campus. The three buildings are rapidly taking shape, and are to be ready when school opens in the fall.

Officers for Alumni Are Nominated

Nomination and election of officers and Executive Board members, and a change in the Constitution of the Alumni Association are the two items of official business to be taken care of during the annual meeting of the Association Saturday, May 28, in conjunction with Alumni Day activities on the campus.

The Nominating Committee composed of Dr. Robert D. Proffitt, Mrs. Richard A. Lane, Col. W. Merle DeLaney, and Raymond I. Brahams, Jr., met Feb. 11 and will propose the following slate of officers:

President, 1966-67 (elected last year) —James M. Brown, '26, 8 Ridge Road, Louisville, Ky.

President-elect, 1967-68 — Col. W. Merle DeLaney, '31, 309 Best St., Maryville, Tenn.

Vice President—Mrs. Joe Beals, Jr., '47, (Kay Stout), 3604 Circle Lake Dr., S.W., Knoxville, Tenn.

Secretary—Mrs. A. Eugene Carden, '52, (Ethel Caldwell), 4203 McCampbell Lane, N.E., Knoxville, Tenn.

Nominees for the Executive Board, Class of 1969, are:

Dr. Wendell W. Cruze, '28, 3150 16th St., N.W., Washington, D. C.

Dr. Wilbur S. Johnson, '34, Hickory Lane, Maryville, Tenn.

Donald G. Walker, '50, 502 Willard Ave., Maryville, Tenn.

Rev. John S. Shew, '51, 619 Bellmont Rd., Grand Forks, N. D. (Great Plains District).

Hilton A. Wick, '42, 215 College St., Burlington, Vt. (Northeast District).

Stuart P. McNiell, Jr., '50, 208 Miller Ave., Maryville, Tenn. (Class of 1968, replacing Mrs. Beals, Vice President nominee.)

The change in the Constitution is in Article IV, Section 3, pertaining to meetings of the Executive Board of the Alumni Association. The present constitutional provision is for three meetings annually, one in the fall prior to Homecoming, one in January, and one in the spring at least 30 days before Commencement.

The new provision merely states that meetings will be held at least twice a year, once in the fall and once in the spring at least 30 days before Commencement. The purpose is to give more flexibility to the scheduling of Alumni Board meetings, particularly now that it seems best to have the fall meeting in conjunction with Homecoming on a date which changes each year.

The Constitution provides for amendment by a two-thirds vote of the regular members present at any meeting of the Association, provided the substance of the amendment has been submitted to the membership with one of the notices of the meeting.

Members of the Maryville College Alumni Association are hereby notified of the meeting of the Association to be held on Saturday, May 28, 1966, in the Pearsons Hall Dining Room at 6:30 p.m.

MR. AMBASSADOR — Lupton Wood, Maryville senior, shakes hands with the Thai Ambassador to the United States, His Excellency Sukich Nimmanheminda, who spoke recently at a Convocation. At left is Carol Brownlee, Editor of THE HIGHLAND ECHO, and next to the Ambassador is Miss Vimol Jotikasthira, Maryville student from Thailand. At right is Mr. Roy Lindahl of the faculty. Students, faculty and staff met the Ambassador at a reception held in the Margaret Bell Lloyd Residence for Women.

Two MC Students Going to Africa

Two Maryville students have been selected to participate in Operation Crossroads Africa this summer, and their expenses are being partly paid by the contributions to the annual Fred Hope Fund campaign. The students are Carol Pusey, daughter of the Rev. Howard E. Pusey of Allison Park, Pa.; and John Noel, son of John Noel II of the Bronx, N. Y.

The students will go to Africa to countries yet to be assigned to work on village or other projects.

Col. Steakley Promoted

Col. Ralph D. Steakley, a 1941 graduate of Maryville College, has been nominated by President Johnson for promotion to brigadier general in the U. S. Air Force. He is now assigned to the Pentagon as director for reconnaissance, Joint Chiefs of Staff.

Col. Steakley was commissioned in 1942 through the aviation cadet program and served as a combat reconnaissance pilot in the Pacific Theatre during World War II.

Summer Program Full

A number of organizations will be using the facilities on the Maryville College campus this summer in addition to the Summer Term June 13 to July 22 and the Fred Waring Elementary-Junior High Music Education Workshop July 3-8.

The Synod of Mid-South Leadership Training School will be held June 12-18, and a Piano Workshop will be going on at the same time June 13-17.

The Synod of Mid-South and Synodical will meet June 20-23, and the Methodist-sponsored Ashram will again use the campus July 3-6. A Synod High School Conference is planned July 31 to Aug. 6.

The opening program in the fall will get under way Sept. 12.

No memory of Alma Mater
older than a year or so
is likely to bear much resemblance
to today's college or university.
Which, in our fast-moving society,
is precisely as it should be,
if higher education is . . .

To Keep Pace with America

WHAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good OLD Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What *is* happening at America's colleges and universities to cause such comments?

Today's colleges and universities:

IT BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to "normal"; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: "One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval."

Psychiatrist Erik Erikson has put it thus: "Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself."

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being "on the move," of "running around," and of "go, go, go." In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, "Most American political and social issues today arise out of a concern over the pace and quality of change." In our morality, many are becoming more "cool," or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.

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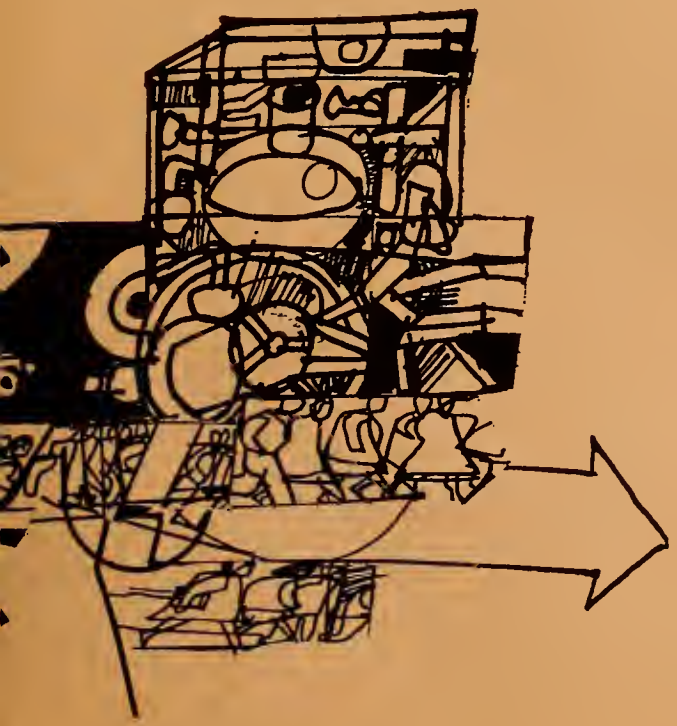
busy faculties, serious students, and hard courses

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

AT THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

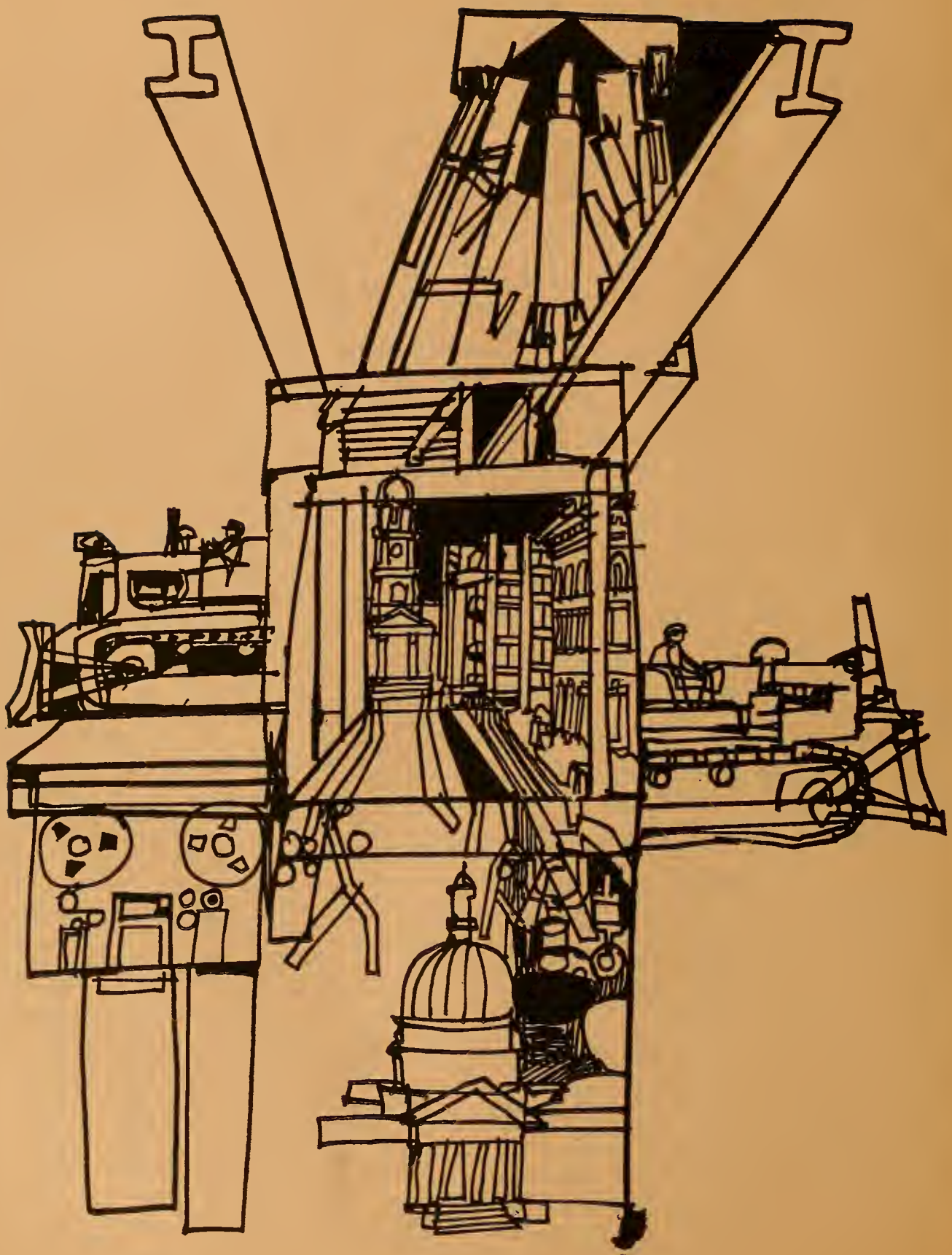


As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber



of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

New responsibilities are transforming once-quiet campuses

THE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about $16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed additions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965–66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18–21 age group.* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18–21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.

Higher education's patterns are changing; so are its leaders

While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be

enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

THE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

Many professors are research-minded specialists

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college "development officer," has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, "In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not." In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm's staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president's suite of offices expand have decried the "growing bureaucracy." What was once "old President Doe" is now "The Administration," assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America's colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency than with producing intelligent, sensible human beings. However, no one has yet suggested how "prexy" can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: "The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern."

Another president, at a small college in New England, said: "The faculty and students claim they don't see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly."

THE ROLE AND PACE of the professors have changed almost as much as the administrators', if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from $5,311 in 1950 to $9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban

problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to

95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent $295 million in the colleges and universities for research and development. By 1965 that figure had grown to $1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

The push to do research: Does it affect teaching?

BUT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

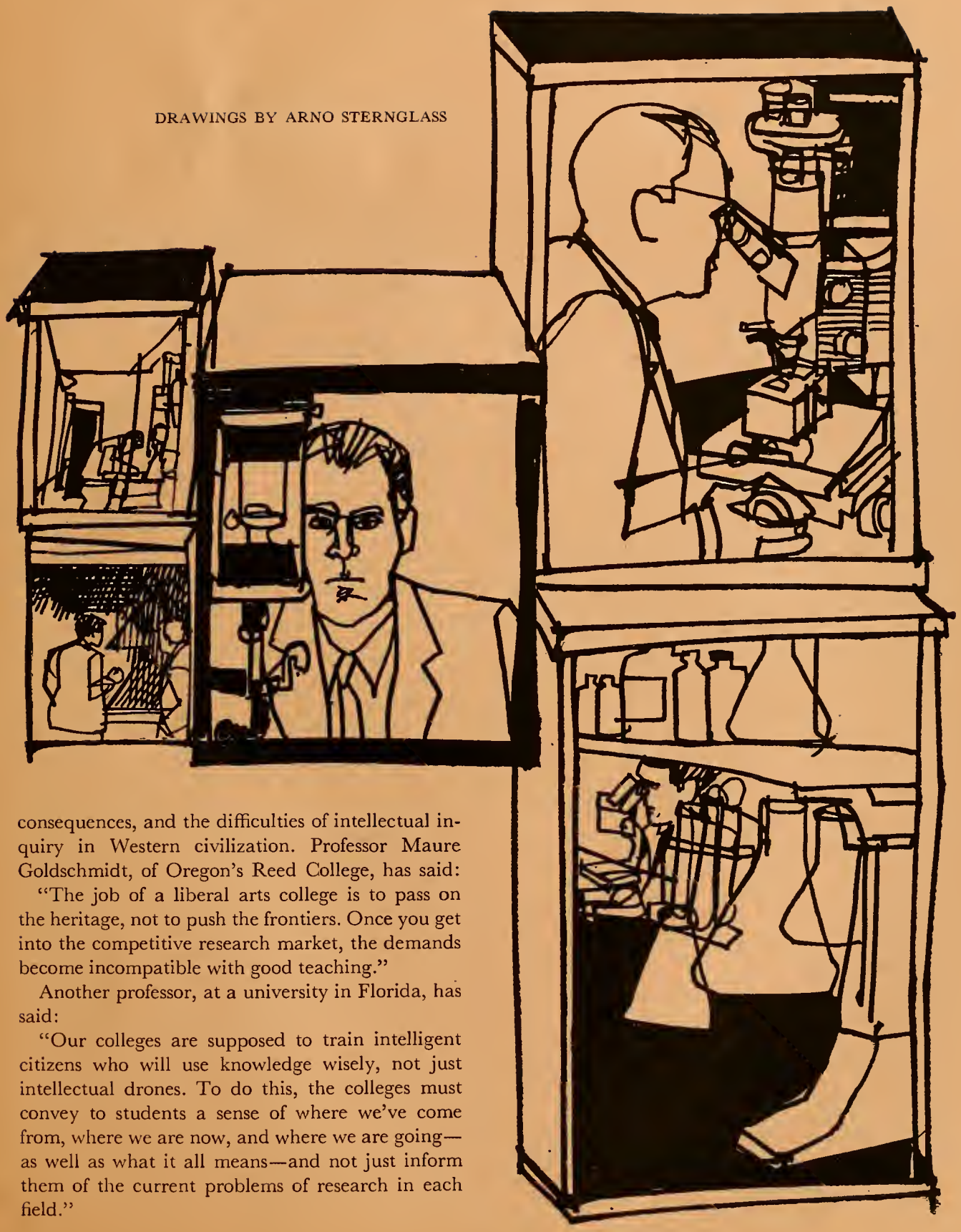
Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the

DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."

Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-*cum*-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

THE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are

The students react to "the system" with fierce independence

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard —all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,

The alumni lament: We don't recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

If the faculties and the students are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni —indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,

some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "*How* and *what kind of* change?" and not, "*Why* change?"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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MC Artists for 1966-67 Announced

The 1966-67 Maryville College-Community Artists Series has been announced with the opening program on Nov. 4 and including a Metropolitan Opera soprano, the Beaux Arts Trio of New York, a family of four classical guitarists, and the Princeton Chamber Orchestra.

Opening the series, supported jointly by Maryville College and community patrons and season ticket holders, will be Helen Vanni, mezzo soprano who has appeared at the Metropolitan and with the Philadelphia and Pittsburgh Orchestras. She is a veteran of eight seasons with the Metropolitan, and has recorded with the Philadelphia Orchestra for Columbia Records.

On Jan. 13 the Beaux Arts Trio of New York who won the Grand Prix du Disque last year in Paris for their recording of the Dvorak and Mendelssohn Trios, will appear on the Artists Series. The piano, violin, and cello group most recently have made a recording of the complete Beethoven piano trios.

Spain's first family of guitar, the Romeros, a father and three sons, will appear on Feb. 3 with a program of classical and Flamenco guitar music which has had widespread appeal in America. The family has appeared on the Ed Sullivan and Tonight shows on television, and have played at Philharmonic Hall and New York's Lincoln Center.

Closing the 1966-67 Artists Series on April 14 will be the Princeton Chamber Orchestra conducted by Niclas Harsanyi of the Westminster Choir College and Princeton University. His wife, Janice Harsanyi, will be soprano soloist with the ensemble of 21 professional musicians.

Season tickets and patron's memberships will be sold next fall when the 1966-67 season gets under way. The performances are held in the Maryville College Chapel.

Fellowship Awarded

Dr. Arda S. Walker, Professor and Chairman of the Department of History, has been awarded a post-doctoral fellowship for an eight-weeks course in Indian Studies at Duke University this summer.

Dr. Walker's study will be at the Institute in Southern Asian Studies conducted by the Duke University Commonwealth-Studies Center for the Southern Regional Education Board and financed by the Ford Foundation.

Breakfast Planned

The annual Maryville College Alumni Breakfast will be held again this year at the meeting of the General Assembly of the United Presbyterian Church in the U.S.A. in Boston May 18-26.

A sign-up sheet giving the time, date, and place for the breakfast will be posted at the General Assembly meeting for all alumni.

1967 Choir Tour Set in Northeast

The 1967 tour by the Maryville College Choir, which will be next spring from April 1 to April 11, will be in the New York, New Jersey, Pennsylvania area, and possibly including southeastern New York State and Connecticut and Rhode Island.

The itinerary for the tour is now being prepared, and alumni meetings will probably be planned in conjunction with the Choir's appearances. Alumni who are interested in sponsoring an appearance by the Choir through a church or other sponsoring organization should write to the Director of Information Services, Maryville College, Maryville, Tenn.

The Choir will be available for morning worship services on April 2 and April 9 and for evening concerts and high school appearances throughout the 10-day period.

Applied Music Courses Offered

A program of study in applied music will be conducted this summer at the College as part of the summer term from June 13 to July 22, Dr. Harry H. Harter, head of the Department of Fine Arts, announced.

Voice, piano, organ, and violin may be studied for the three-week periods under members of the College music faculty. Dr. Harter will teach voice, Mrs. Sallie Warth Schoen will teach piano, Dr. James Bloy will teach organ, and Robert C. McKaskell will teach violin. Students may register for either one of the three-week terms or for both terms.

College credit will be given for the six-week course to anyone qualified to enter college or already a college student.

Maryville Joins in Study Program in Washington

Maryville College has been accepted as a participating institution in the Washington Semester Program of the American University in Washington, D. C. The program, begun in 1947, includes nearly 100 educational institutions throughout the United States.

Honor students are selected by cooperating colleges to spend a semester in the capital for study of American national government in action. The study is carried out through a seminar, an individual research project, and regular courses at The American University. The seminar consists principally of meetings with public officials, political figures, lobbyists, and others active in the Federal government.

The program is open to juniors and seniors, regardless of the major field of study, who have had a course in American national government and who have a grade average of at least 2.5.

Highlander Band Plans 3-Day Tour

The Maryville College Highlander Band under the direction of John A. Roberts, will make a three-day tour in the Atlanta area May 11, 12, and 13. The band will be playing concerts in Atlanta area high schools, and negotiations are under way for an appearance on television in color over an Atlanta station and for an appearance during an Atlanta Braves baseball game.

The 75-member band will make the tour in two chartered buses.

A special program which will appeal to high school students has been planned by the Director.

NATO Is Topic

Richard J. Wallace, Director of the Atlantic Council, spoke at Maryville College April 15 on "The Present and Future Status of NATO." His address was the closing lecture in the 1965-66 Lecture Series.

Wallace is a former newspaperman and administrative assistant to the late Sen. Estes Kefauver.

Bulletin of MARYVILLE COLLEGE

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Duncan C. Bennett, Editor

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HERE AND THERE...

1908

Minnie McGinley Foster, x'08, enjoyed hearing the Maryville College Choir in Birmingham during their recent tour.

1915

Dr. Alfred D. Biggs was recently elected to the Board of Trustees of Pikeville College, Pikeville, Ky.

1922

Forrest D. Brown plans to retire at the end of the current academic year. He is secretary of the Christian Association at Bucknell University in Pennsylvania and has held this post for 35 years.

1923

The husband of **Florence Kleinhenn Kesselring**, The Rev. Ralph A. Kesselring, died of a heart attack on Jan. 25, 1966, at a hospital in Ipoh, Malaya.

1933

Mary Branche is principal of the Chesterfield Elementary School at Chesterfield, S. C., and President of the Chesterfield County Teachers Association.

1936

Roberta Howie Phay had a one-man show at The Gallery in Memphis, Tenn., during April. The formal opening was held on April 3, 1966.

1937

L. Allin Stephens writes that his son and daughter were graduated from the University of Tennessee in December, 1965. His son is now working at Oak Ridge and his daughter is employed by the Methodist Publishing House in Nashville.

1938

John H. Guigou is superintendent of the Lenoir, N. C., Alba-Waldensian, Inc. plant.

1939

Mary Jo Husk represented the Knox County, Tenn., branch of the Association for Childhood Education at the 37th Annual Study Conference in Chicago, April 3-8, 1966.

1940

Dr. E. B. Smith is on leave from Iowa State University until Dec. 1, 1966, to run for the Democratic nomination for U. S. Senator from Iowa.

1941

Charles R. Eble writes that his son, Keith, is a freshman at West Virginia University where he has won two Civil Air Patrol honors.

1944

Neil Proffitt, x'44, is manager of the Union-National Showroom in New York.

1948

Catherine Helms Butler lives in Huntsville, Ala., where her husband is a pathologist. They have five children.

Bill and Gene Jackson ('54) Vogel are now living at 145 Cochise Dr., Winslow, Ariz. In May, 1965, the church they serve dedicated its new sanctuary and Christian Education building. Bill is serving as Vice President of the Board of Directors of the Winslow Indian Center.

1950

Grady L. E. Carroll was an Official Delegate to the Bicentennial Celebration of American Methodism which was held in Baltimore, Md., April 21-24, 1966. He represented the North Carolina Annual Conference of the Methodist Church.

1952

Herbert Hoover is Director of the Pomeroy Galleries in San Francisco.

1953

Sarah Brown McNiell has been elected President of the new Maryville-Alcoa League of Women Voters.

Dr. George Edward Scott has been promoted to the rank of Associate Professor at Ithaca College. He is a member of the faculty in the Philosophy Department.

1956

Robert C. Ramger has been chosen as a participant in the Summer Institute in Protozoology at the University of California at Berkeley. The Institute is sponsored by the National Science Foundation and will last for six weeks. Mr. Ramger's family will accompany him to California.

1957

Andrew W. Loven has been promoted to Manager, Carbon Development, in the Carbon Technical Center in Covington, Va. He received the PhD in Physical Chemistry from the University of North Carolina in 1962. He is married to the former JoAnn DeGroot, x'59, and they have two children.

1958

Catherine Volbeda Sullivan plans to resume teaching in elementary school this fall. Her husband is also a teacher.

Bill Wallace was selected as Blount County, Tenn., Coach of the Year at the All Blount County Basketball Banquet on April 1, 1966. He is coach of the Friendsville High School girls' basketball team which won the No. 2 spot in the TSSAA Girls' State Tournament.

1959

Lee and Arlene Bird have arrived in Seoul, Korea, to begin language school. They are serving on the staff of HLKX radio with the Evangelical Alliance Mission.

Joseph D. Williams is now working as Press Secretary to Rept. John Davis in Washington, D. C.

1960

John C. Gilmour received the PhD degree in Philosophy from Emory University at the end of the Winter Quarter, 1966.

Lee Gageby Schooler is living in Vicksburg, Miss., where her husband is employed as a research engineer at the Corps of Engineers Waterways Experiment Station.

The Rev. Herbert M. Thompson is in his second year as Associate Pastor of the First Methodist Church of Paris, Ill. He recently visited the Maryville campus.

1961

George B. Henry was named Maryville-Alcoa Jaycees Outstanding Young Educator for 1965. He teaches social studies in the 7th and 8th grade at Friendsville Elementary School.

Edgar R. Moros has recently been installed as pastor of the Presbyterian Church in Maracaibo, Venezuela. He was ordained by the Presbytery there on February 13, 1966.

1962

Sp. 4 Raymond T. Donaldson is with the First Infantry Division of the U. S. Army in Vietnam.

Clyde H. Flanagan, Jr. received the MD degree from the University of Tennessee College of Medicine on March 20, 1966. He will intern in the Army for one year.

Priscilla Newcomer Howard is an Assistant Editor at Chemical Abstracts Service in Columbus, Ohio.

News . . .

Judith Agee Washington chaperoned a group of Presbyterian teenagers on a mission-study trip from Miami to Alaska and back during the summer of 1965.

1963

David Styles played the role of Gustave in a production of Jean Anouilh's "Thieves' Carnival" at the Carousel Theater in Knoxville in February, 1966.

1964

John David Allen has a fellowship for graduate study at the University of Tennessee. During the 1964-65 academic year he held a teaching fellowship at the University of Kentucky, where he worked toward the master's degree in mathematics.

Phil Brown has been elected Chairman of the Board of Directors of the Student Council Credit Union at McCormick Theological Seminary. He is also a member of the Student Council.

Jean Dorscheid sang "One Fine Day" from Puccini's **Madame Butterfly** for the guests at the Opera Prevue Luncheon in Knoxville in April, 1966.

Marine Corp. George A. Shafer, x'64, is now attending Officers Candidate School in Quantico, Va. His wife, Arlene Larsen Shafer, '65, is teaching sixth grade at Battery Creek Elementary School in Beaufort, S. C.

1965

J. Kent Fortenberry has been graduated at Keesler AFB, Miss., from the training course for U. S. Air Force radio repairmen. He will return to his Tennessee Air National Guard Unit at Alcoa, Tenn.

Harry and Miriam Stults ('64) Heckler are living in New Brunswick, N. J. She teaches 4th grade at Franklin Park School, Franklin Park, N. J., and he is in management training at Franklin State Bank in Somerset, N. J.

DEATHS

The Rev. Roland Carl Elzey, '23, died March 29, 1966. He had been a minister in the Methodist Church before his retirement. Survivors include his wife; a son, William J. Elzey, '49; brothers, William J. Elzey, '30, and Herman R. Elzey, '28. Funeral services were held March 31.

Edwin Thompson, x'26, died of a heart attack in California on Jan. 17, 1966. Survivors include his sister, Agnes Thompson Murphy, '23.

James P. Cartwright, '27, died Feb. 27, 1966, in a Sweetwater, Tenn., nursing home. He was a former Tennessee State Senator and Mayor of Athens, Tenn. Funeral services were held in Athens on March 1, 1966.

Chester Brickey LeQuire, M. D., '27, died March 6, 1966, at Vanderbilt Hospital in Nashville. He was former Chief of Staff of Blount Memorial Hospital in Maryville and a widely known surgeon. He had been in poor health for some time. Services were held at St. Andrews Episcopal Church in Maryville with burial in Grandview Cemetery. Survivors include his wife; a daughter; two sons; a sister, Faye LeQuire Kenst, '31; brothers Paul D. LeQuire, '35, and Virgil S. LeQuire, '43.

Joseph T. Cortese, M. D., '36, died Feb. 8, 1966.

The Rev. James Patterson Shaw, '36, died of a heart attack on Feb. 24, 1966, in Reno, Nev., where he was Rector of Trinity Episcopal Church. Survivors include his wife, the former Myrtis E. Baldwin, '36, and a daughter, Hildy Shaw Burness, x'63.

MARRIAGES

Judith Ann Hirst, '62, to Richard Hartley, July 10, 1965.

Priscilla Newcomer, '62, to 1st Lt. Ted R. Howard, Dec. 22, 1965.

Miriam Lois Stults, '64, to Harry Landis Heckler, '65, Sept. 4, 1965.

BIRTHS

The Rev. and Mrs. Robert E. Seel, '45, a daughter, Laura Ruth, Nov. 15, 1965.

Dr. and Mrs. Joe T. Hutton, x'50 (**Edith Wilson**, '49), a daughter, Samantha Ann, Feb. 7, 1966.

Mr. and Mrs. Olin V. Hyde (Carolyn Lime, '55), a son, Olin Michael, their second child, Aug. 20, 1965.

Mr. and Mrs. William C. Young, '55 (**Shirley Axley**, '56), a daughter, Janie, their third child, Jan. 11, 1965.

Mr. and Mrs. James G. Gardner, '56 (**Ethelyn Cathey**, '56), a daughter, Catherine Gordon, their second child, Aug. 29, 1965.

Mr. and Mrs. Robert Clemens, x'58 (**Sandra Dorsett**, '58), a daughter, Holly Marie, Dec. 31, 1965.

Mr. and Mrs. John C. Sullivan (Catherine Volbeda, '58), a daughter, Rosemary, their second child, August 31, 1965.

Mr. and Mrs. John R. Holgate (Esther Balph, '59), a son, Robert Edward, Dec. 8, 1964.

Mr. and Mrs. John A. Humphries (Elva Leonhardt, '59), a daughter, Lydia, their second child, Jan. 31, 1966.

The Rev. and Mrs. Edgar R. Moros, '61 (**Donna Laubach**, '61), a daughter, Matilde Kathleen, Feb. 2, 1966.

Mr. and Mrs. Martin A. Washington (Judith Agee, '62), a daughter, Caren Leigh, Feb. 6, 1966.

Lt. and Mrs. Nathan E. Way (Lucille Petree, '62), a daughter, Michelle Ann, Oct. 21, 1965.

Mr. and Mrs. Donald E. Rogers (Peggy Swafford, '63), a daughter, Sarah Erin, Dec. 9, 1965.

Mr. and Mrs. Rex Stafford, '64 (**Joyce Hooper**, x'65), a son, Timothy Charles, March 17, 1966.

Winners Announced for Fine Arts Scholarships

Winners of the College Fine Arts Scholarship Awards competition, held April 9, have been announced by Dr. Harry H. Harter, Chairman of the Department of Fine Arts. First-place winners in art, piano, voice, and organ each win a $300 scholarship for the freshman year.

In art, the winner was Nina Arthur of Arlington, Va. Second place winner was John T. Ribble, son of Mr. and Mrs. William A. Ribble of Washington Court House, Ohio.

The first-place winner in piano was Judith Elaine Young of Maryville. Joel Howard Tome of Rising Sun, Md., won second place.

First-place winner in the voice competition was James Franklin Daugherty of Staunton, Va. Second place was won by Carol Ann Fisher of Wilmington, Del.

In the organ competition, Martha McCall of Maryville placed first and there was no winner of second place.

Library Also Aids Area Students

The 77,000-volume Maryville College Library, long a center for the academic activity on the campus, is becoming an increasingly important community resource as area high school and junior high school students, as well as other area citizens, make use of it. Besides the collection of books, the Library currently receives 470 periodicals, in themselves an important resource in these fast-moving times.

About 200 area high school students are now using the College Library, Miss Virginia Turrentine, the Librarian, said in summing up the service recently. Of these, about 100 are from the Maryville High School and the rest from area junior and senior high schools.

The students register at the Library to use the College facility, carefully built up over the nearly 150 years of the College's history. They must present a request from a high school teacher saying they need to use the resources of the College Library for term papers and assignments. "We have talked with the teachers individually and they have told us they couldn't give some of the assignments without the resources of our library," Miss Turrentine said.

The high school students usually use the books and periodicals in the Library reading room, especially if the material is related to the College teaching program and is needed frequently by Maryville College students. However, books of general interest are checked out to the students once they have registered.

In addition to the use by area high school students, the Maryville College Library is constantly used by area citizens with special interests or for its reference resources for special programs. The College Library apparently has the only source in the community of complete or nearly complete files of the local newspapers, and these are used extensively by organizations preparing historical and other materials.

The College Library also provides a telephone reference service to the community. The librarians try to search out the answers to specific questions for those who cannot find the answers elsewhere.

A remedial reading program in area elementary schools has also been helped by Library resources. Teachers in the program use books which the College bought for its program in training elementary education teachers. In all, about 250 area citizens are registered at the Library in addition to the high school students.

The Maryville College Library continues to grow at an annual rate of about 2,500 books a year, Miss Turrentine reported. It is open every day and evening except Saturday and Sunday, and is staffed by four librarians plus students who work under their supervision.

Spring Comes to the Campus

A MIGHTY SWING — Spirited intramural softball with a number of spectators gathered on the sidelines is a sure sign of the new season on the campus.

DOGWOODS BLOOM — Dogwoods, both pink and white, bloomed brilliantly on the campus this spring. This is a pink one beside Bartlett Hall.